

SCHOLASTIC English Español
News
 September 2009 Level 1

Hispanic Heritage Month Poster Inside!
 Hang it on the wall and see the animals in Latin America.

New Year, New Faces



For you and your students, a new school year means new faces and friends. It also means different challenges. I can relate. As *Scholastic News English/Español's* new editor, I am facing another challenge in my career and meeting wonderful people on my way. For me it is an honor to be part of Scholastic.

Scholastic is an institution committed to responding to the needs of Spanish speakers. As part of this commitment, this issue includes a **Hispanic Heritage Month poster**. This is an initiative supported by Lee y serás® (Read and You Will Be) to engage parents and family members in helping children to fulfill their potential as readers and learners. You can hang the poster in your classroom, and it will be an exciting way for your children to learn about animal diversity in Latin America and Spain.

There is another change I want to mention. As you can see, we have a new Teacher's Edition format. We cleared up the design a bit more. We want it to be easier to use. Please let us know if it works for you.

Thanks for subscribing to *Scholastic News English/Español*. We hope you take advantage of our publication to help your children learn English in a dynamic way.

Un cordial saludo,



 Isabel Santos, Editor
 isantos@scholastic.com

2009-2010* Planning Calendar

- September**
- Apples
 - Manzanas
 - The Constitution
 - La Constitución
- October**
- My Dad Is a Firefighter
 - Mi papá es un bombero
 - Autumn to Winter
 - De otoño a invierno
- November**
- Pilgrims
 - Los peregrinos
 - North American Indians
 - Los indios norteamericanos
- December**
- Snow Monkeys
 - Los monos de la nieve
 - Winter Holidays
 - Las celebraciones de invierno
- January**
- Arctic and Antarctic Animals
 - Los animales del Polo Ártico y del Antártico
 - Winter Weather
 - El clima de invierno
- February**
- Presidents' Day
 - Día de los Presidentes
 - Dental Health Month
 - Mes de la salud dental
- March**
- Spring Wind and Rain
 - El viento y la lluvia en primavera
 - Kites
 - Los cometas
- April**
- Earth Day
 - Día de la Tierra
 - Baby Animals
 - Las crías de los animales
- May**
- Animals Keep Cool
 - Los animales se mantienen frescos
 - Ocean
 - El océano



SEPTEMBER'S LESSONS AND STANDARDS

Apple Colors/Manzanas y colores

- **TESOL STANDARDS:** Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- **BUILD VOCABULARY:** Learn Color Words
- **LANGUAGE STRUCTURE:** Adjective Placement
- **PHONEMIC AWARENESS:** Pronunciation

The Constitution/La Constitución

- **TESOL STANDARDS:** Students will use English to participate in social interactions.
- **BUILD VOCABULARY:** Classroom Rules
- **ORAL LANGUAGE:** School Rules Rhyme Time!
- **PHONEMIC AWARENESS:** Hands Up

*Topics may change at editor's discretion.



Apple Colors

Manzanas y colores

OBJECTIVE: Read to learn about the colors on an apple farm.

STANDARDS: Science: Organisms and environments; properties of objects and materials; life cycle of organisms; Social Studies (NCSS): Production, distribution, and consumption

TEACH THE ISSUE IN SPANISH OR ENGLISH

BEFORE READING PREVIEW

Take a picture walk to introduce Clifford the Big Red Dog.

Show children the front cover and ask, *Who is holding the basket of apples? Do you recognize him?* Many children may be familiar with Clifford and his friends. Point out Emily Elizabeth on the cover, and then open the issue. Can children spot any of the characters hiding in the photos?

DURING READING TEXT FEATURES

Help children use color coding to read color words.

After reading the section about trees, pause to ask, *What do you notice about the print? Are all the words the same color?* Point out that one word is in green—the word *green*! Next, show children the matching color frame around the picture. As you continue through the issue, pause before each color word and invite children to read it themselves.

AFTER READING BRAINSTORM

Brainstorm more items of each color that might be seen on a farm.

Explain that many apple farms have more than just apple trees. Invite children to sing *Old McDonald* to recall what animals are found on farms. Then, return to each color word in the issue. Ask, *What else on a farm might be this color?* Ideas might include green grass, red roosters, blue blueberries, brown horses, or white sheep.

DEVELOP ENGLISH LANGUAGE

BUILD VOCABULARY LEARN COLOR WORDS

New words: yellow, green, red

Show children a yellow piece of paper. Say the word *yellow*. Have children look at page 1. Point to the bottom of the page. Then, ask children to count the yellow apples on the ground (four). Ask them to show you the number with their hands. Repeat the exercise with *green* and *red*. There are six red apples and three green apples!

LANGUAGE STRUCTURE ADJECTIVE PLACEMENT

Where are the color words?

Have children look at pages 2 and 3 in the English issue. Point out that color words are placed in front of bold words. Then have children look at pages 2 and 3 in the Spanish issue. Here, the color words are *after* the bold words. Explain that in English, words that describe things are placed *in front* of the words they describe. Ask volunteers to say a sentence in English using color words.

PHONEMIC AWARENESS PRONUNCIATION

Long e and short e

Have children listen for the vowel sound in the middle of the word *green*. Explain that this sound is the long *e* sound. Then say the word *red*. The sound in the middle is the short *e* sound. Now say these words aloud: *bed, leaf, wet, seat, leg*. Have children decide which words have the same vowel sound as *green* and which have the same vowel sound as *red*.



BRIDGING LANGUAGES: Colors



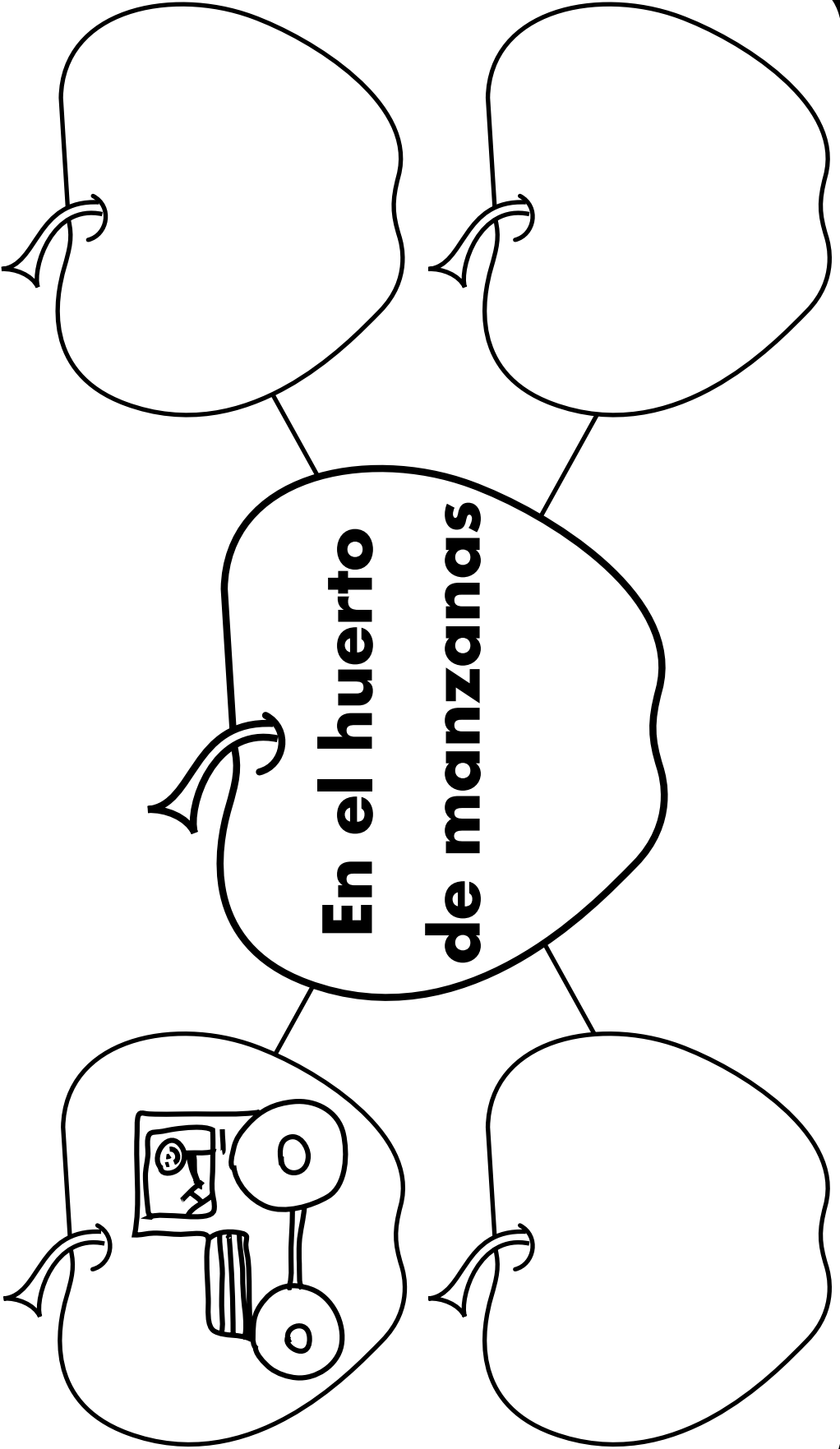
How do you say *verde* in English? Divide children into two groups. Have one group read the color words in Spanish while the other reads the color words in English. Then bring them together and share the color words in each language.

Nombre: _____

En el huerto de manzanas

Completar un diagrama

Dibuja lo que encontrarías en un huerto de manzanas. Ya hicimos el primer dibujo por ti.



Name: _____



Let's Learn English With Maya and Miguel

Vocabulary

Apple Farm Word Search

Find the words from the Word Bank below.

Then circle them in the puzzle. We did the first one for you.



Word Bank

FARM



APPLE



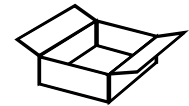
TREE



RED



BOX



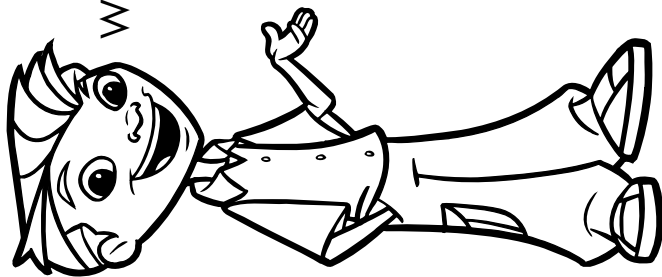
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| F | K | M | J | I |
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| R | N | W | S | H |
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| X | U | E | Q | R |
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| B | O | X | I | N |

Name: _____

Let's Learn English With Maya and Miguel

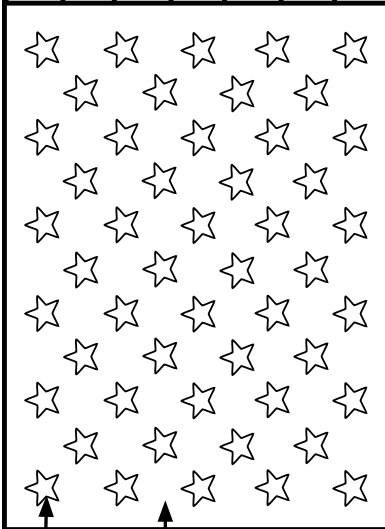
**Following Directions/
Color Words**

Color an American Flag



WHITE →

BLUE →

| | |
|--|-------|
|  | RED |
| | WHITE |
| | RED |
| | WHITE |
| | RED |
| | WHITE |
| | RED |
| | WHITE |
| | RED |
| | WHITE |
| RED | |
| WHITE | |
| RED | |
| WHITE | |
| RED | |

1. With your **RED** crayon, color the spaces with the word **RED**.
2. With your **BLUE** crayon, color the space around the stars.
3. Stars are **WHITE**. Some stripes are **WHITE** too.






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Nombre: _____

¡Las reglas de la escuela!

Completar una tabla

Dibuja un ✓ por cada regla con la que cumplas cada día de la semana.

| | Lunes | Martes | Miércoles | Jueves | Viernes |
|---|-------|--------|-----------|--------|---------|
| Levanté la mano.  | | | | | |
| Escuché con cuidado.  | | | | | |
| Me senté callado o callada.  | | | | | |



The Constitution La Constitución

OBJECTIVE: Read to learn the laws in the United States Constitution for Constitution Day.

STANDARDS: Social Studies (NCSS): Power, authority, and governance; civic ideals and practices

TEACH THE ISSUE IN SPANISH OR ENGLISH

BEFORE READING PRE-TEACH VOCABULARY

Introduce the word *Constitution*.

Point to the word on the front cover, read it aloud, and have children repeat it after you. Next say that the Constitution is a set of laws, or rules, for our country. It is written on four sheets of paper. Tell children to think about the rules of the classroom. Then ask, *What are rules?* Elicit that rules tell people what they can and cannot do.

DURING READING READ-ALONG PREDICTABLE TEXT

Children can help you read the issue using the Read-Along feature.

Show children the Read-Along logo on the upper left corner of page 2:



Read aloud the sentence, *That is a rule*. Practice it with children. Show children that the same sentence appears in blue throughout the issue. Tell them that you will read all the words in black. It's their job to read the sentences in blue.

AFTER READING MAKE PERSONAL CONNECTIONS

How do we live by the rules in the Constitution?

Are the Constitution's rules only for grown-ups? No way! Help children make connections to the rules by asking questions about money (*What kind of money do you use?*), holidays (*What holidays do you celebrate? Do you know anyone who celebrates different ones than you do?*), and voting (*Have you ever been with your mom or dad when they voted?*).

DEVELOP ENGLISH LANGUAGE

BUILD VOCABULARY CLASSROOM RULES

New word: *rules*

Write the word *rules* on the blackboard. Pronounce the word as you point at the letters. Explain that this is the word in English for *reglas*. Review the rules on pages 2 and 3. Ask children to tell you some classroom rules they know. Remind them to raise their hands before talking, and to listen to others. Those are rules too! Invite children to say, *That is a rule!* when they answer the question correctly.

ORAL LANGUAGE SCHOOL RULES RHYME TIME!

Teach children a rhyme

Teach children this simple rhyme to remind them of classroom rules:

*We use inside voices and walking feet.
We don't touch or bother the friends we meet.
And when we are working we stay in our seat.*

PHONEMIC AWARENESS HANDS UP

Target sound: /r/

Ask children what sound they hear at the beginning of the word *rule*. Invite children to listen as you say some more words. When they hear a word that starts like *rule*, they should raise their hands. For example, say *road, rat, lamp, run, cat, pink, and red*.



BRIDGING LANGUAGES: The Letter R



Say the word *rule* out loud. Point out how the *r* sound is different in English and Spanish. Explain that when saying the English *r*, children's tongues should not interrupt the air coming out of their mouths. Have children hold their hands in front of their mouths. Together, pronounce the *r* in English and then in Spanish. Explain that the *r* in English feels almost like they are blowing.

COMING NEXT ISSUE

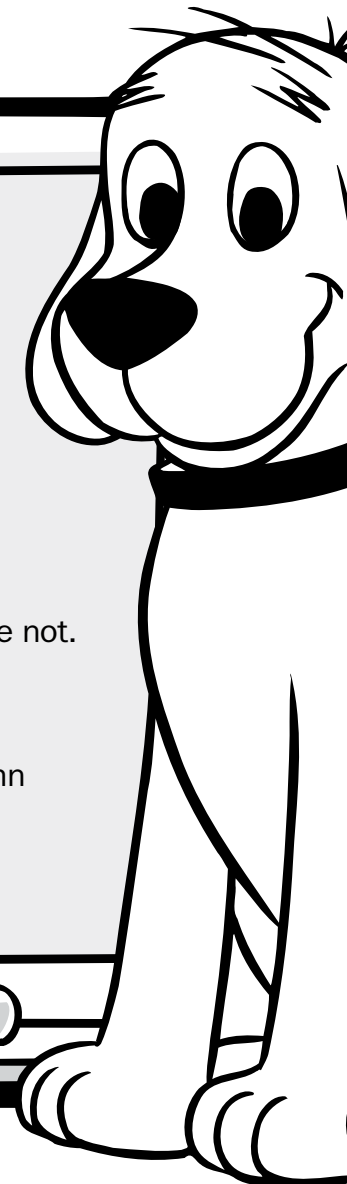
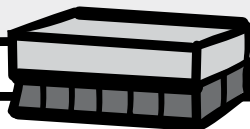
OCTOBER 2009

My Dad Is a Firefighter

- Learn how firefighters get ready to put out fires.
- Find out how firefighters communicate with each other.
- Learn about things that are safe to touch and things that are not.

Autumn to Winter

- Learn how trees, people, and animals change from autumn to winter.
- Read a pictograph and answer questions.



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